

STATE RANKING

Missouri had the 30th largest Latino population in the U.S.¹

K-12 POPULATION

In Missouri, 4% of the K-12 population was Latino.²

STATE POPULATION

In Missouri, 4% of the state population was Latino.³ Projections show a continued increase.

MEDIAN AGE

The median age of Latinos in Missouri was 24, compared to 39 for White non-Hispanics.⁴

DEGREE ATTAINMENT

In Missouri, 23% of Latino adults (25 to 64 years old) had earned an associate degree or higher, compared to 36% of all adults.⁵

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 5.5 million degrees by 2020.

To reach the degree attainment goal by 2020, Missouri can: 1) close the equity gap in college completion; 2) increase the number of degrees conferred; and, 3) scale up programs and initiatives that work for Latino and other students. The following is a framework for tracking Latino degree attainment in Missouri.

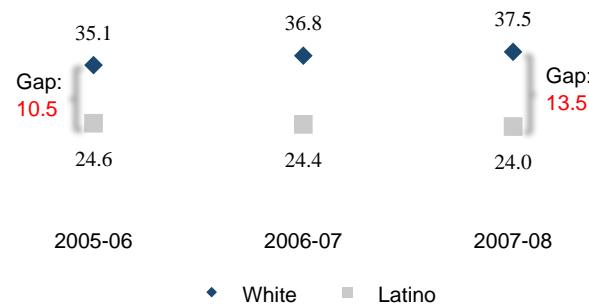
Equity Gap in Degree Completion

Closing the equity gap in college completion can be tracked by the 3 measures provided below. Alone, none of these measures capture the entire "story" of equity in degree completion. However, in combination, they provide a useful picture of the equity gap in degree attainment between Latino and white cohorts in Missouri in a single year (2007-08) and the persistence of the gap over time (2006-08).

Missouri	2007-08		
	Latinos	Whites	Equity Gap
Graduation Rates	45.8	49.7	3.9
Completions per 100 FTE Students	16.3	18.4	2.1
Completions Relative to the Population in Need	24.0	37.5	13.5

Graduation rates - Total graduation within 150% percent of program time for first-time, full-time freshman
Completions per 100 FTE students – Total undergraduate degrees and certificates awarded per 100 full-time equivalent students (incorporates part-time students)
Completions Relative to the Population in Need – Total undergraduate degrees and certificates awarded per 1,000 adults aged 18 to 44 relative to the adult population with no college degree

Completions Relative to the Population in Need: 2006 to 2008



¹ U.S. Census 2010, American Fact Finder, Demographic Profile Summary. <http://factfinder2.census.gov>

² U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "State Nonfiscal Public Elementary/Secondary Education Survey", 2009-10, v.1b. [www.nces.ed.gov/ccd](http://nces.ed.gov/ccd)

³ U.S. Census 2010: Missouri. <http://2010.census.gov/2010census/data/>

⁴ U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs

⁵ Lumina Foundation for Education. *A Stronger Nation Through Higher Education. Educational Attainment Levels for the States.* www.luminafoundation.org

Degrees Conferred

Another metric to benchmark college completion is to track the progress of total degrees awarded over time. This measure may be the result of an increase in overall enrollment numbers rather than an increase in rates of completion. From 2005-06 to 2007-08,

- the number of Hispanics who earned an undergraduate degree in Missouri increased about 5% from 2006-08, while all other race/ethnic groups increased 2%.
- among the 50 states, Missouri ranked 37th for the increase in degrees conferred to Latinos over 3 years.

For more information on these metrics, download *Benchmarking Latino College Completion to Meet National Goals: 2010 to 2020* and *Degrees Conferred to Latinos: 2006-2008* at www.EdExcelencia.org/research/EAF/Benchmarking

Examples of What Works for Latino Students

There are institutions that are showing success in enrolling, retaining, and graduating Latino students. The following are examples of institutional programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

Mesa Community College Program – University of California

The MESA (Mathematics, Engineering, Science Achievement) Community College Program (MCCP) provides academic and social support needed to succeed in science and math, and to transfer to four-year institutions as majors in those fields. A major MCCP initiative is to develop a strong peer Science, Technology, Engineering and Mathematics (STEM) network for its students. As most community college students are commuters (with many holding jobs while attending school and/or shouldering significant family responsibilities), they lack the benefit of the informal connections developed by full-time students residing on campus while attending four-year institutions. Latinos comprise nearly 50% of the students served by MCCP and by MESA. In 2006-07, 467 MCCP students transferred to four-year institutions. Of these students, 95% transferred as majors in STEM fields. Latinos comprised 41% of all transfers.

(<http://www.ucop.edu/mesa/>)

Graduation Achievement Project – Colorado State University - Pueblo

GAP integrated services to expedite and ease the return of Latino/Latina students with 90 credits hours or more who left the university in good standing without completing a Bachelors degree. The project coordinator evaluated students' transcripts to determine the courses to be completed for graduation and then worked closely with each student to complete all necessary forms, a program of study with a timeline, register for face-to-face and/or on-line courses that meet the needs and schedule of each student, contacted faculty when necessary, and essentially acted as a concierge, guiding each student through graduation. CSU Pueblo contacted 375 students who had completed 90 credits or more, of those 88 students enrolled, 40 (46%) completed a degree, 44 (50%) are continuing, and 4 (4%) stopped out.

(<http://guides.library.colostate-pueblo.edu/content.php?pid=177862&sid=1645869>)

For more information on institutional programs improving Latino student success in higher education, access *Excelencia* in Education's Growing What Works database at <http://www.edexcelencia.org/examples>

Ensuring America's Future partners in Missouri:

Midwestern Higher Education Compact (MHEC): www.mhec.org